

Inspection of The Elmfield Nursery

1 Westfield Grove, Newcastle upon Tyne, Tyne and Wear NE3 4YA

Inspection date:

8 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and excited to arrive at this wonderful nursery. Every child receives an exceptionally warm welcome, which makes them feel cherished and valued. Staff fully appreciate the importance children place on treasured belongings brought from home, and show great kindness as they acknowledge their special and irreplaceable worth. This supports a child's self-esteem and emotional security. There are remarkable relationships between the staff and children, through which very special bonds are formed.

Children are excellent communicators. They chat confidently with staff and with one another. They respond to the thoughtful questions staff pose, and use descriptive language in their conversation. Children share information about a prized possession in 'Show and Tell' sessions. This helps develop their self-confidence and understand what makes them unique. Staff are highly skilled in supporting language development, and children make excellent progress.

Staff are extremely respectful of children, and agreement from children is sought when deciding to end or change activities. This shows children that their opinions are valued and important. As a result, children's behaviour is excellent. They develop splendid social skills. Children have high levels of respect for each other and there is a harmonious atmosphere. They work effectively together as a team. For example, children working collaboratively to build a townscape, offer resources to each other and suggest tips to help with construction. They are extremely kind and caring to one another. When a child trips in the garden, another child immediately helps them up and offers to 'rub the knee better'.

What does the early years setting do well and what does it need to do better?

- The passionate and committed management team shows commendable dedication to supporting children's learning. Self-evaluation is embedded within the setting. Staff continually reflect upon the quality of the provision and make any possible improvements. The inspirational manager works with the staff team to create a shared ethos and a drive for excellence. Staff well-being is prioritised, and staff say they feel well supported and valued.
- Staff create an atmosphere that is calm and inspiring. Children are settled and engrossed in their play. The expertly chosen resources offer children opportunities to extend their knowledge and experiences. Staff plan the activities meticulously, building on previous learning, which ensures that children know and remember more. For example, in outdoor play, children use water and containers to learn about mathematical concepts of volume. Children discuss what they already know about container sizes and the water they can hold. The staff expertly extend the learning, knowing when to step back to allow children

to take the lead. This helps children to develop positive attitudes to learning.

- There is a strong focus on developing children's communication and language skills throughout the nursery. Children are captivated by books at every age, and staff competently support their interest, introducing puppets and picture cards to enhance children's experiences. Staff and older children create their own stories, and record them in hand-made books, which the children illustrate. Children demonstrate a deep love of reading. Staff are highly skilled communicators, and every chance is taken to support a language-rich environment. For example, staff and children sing happily together at every opportunity, and the children initiate singing with confidence and flair.
- Children have excellent opportunities to learn about being healthy. For example, they wash their hands on arrival and are reminded to do so throughout the day. Children become increasingly independent with their self-care. For example, children serve themselves at lunchtimes, and enquire of each other whether they can serve them too. They understand the food is healthy, and express a willingness to try vegetables they have not tasted before.
- Partnerships with parents are highly effective. Parents enthuse about the support they receive from the setting. They value the wonderful opportunities that their children experience. They feel fully informed about the children's learning through online diaries, comprehensive handovers, and parents' evenings. One parent commented, 'the attention on each child's developmental stage and milestone is astounding.'
- Processes are in place to identify and support children with special educational needs and/or disabilities. Staff are rigorous in their assessment of children, so that needs can be identified quickly. There are experienced specialist staff in place. Staff are knowledgeable about how to recognise children who might need support, including those who have been adversely impacted by the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of their safeguarding responsibilities. They have a comprehensive knowledge of the signs and symptoms of abuse. Staff have a robust understanding of what to do if they have concerns that a child might be at risk of harm. Staff deployment ensures that children are well supervised in the nursery. Staff ensure the environment is safe and secure for children. Staff are recruited safely. New staff are given a mentor who provides them with safeguarding support as part of a thorough induction programme. Children take appropriate risks on the large outdoor play equipment. They understand that they need to maintain a safe indoor playing environment, and pack away their toys after use.

Setting details

Unique reference number	319169
Local authority	Newcastle upon Tyne
Inspection number	10263670
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	102
Number of children on roll	125
Name of registered person	Jesmond Nurseries Limited
Registered person unique reference number	RP522383
Telephone number	0191 284 6060
Date of previous inspection	9 May 2017

Information about this early years setting

The Elmfield Nursery registered in 1996 and is located in Newcastle-Upon-Tyne. The nursery is open each weekday, from 8am to 6pm, all year round. In total, 32 staff work at the nursery, of whom 31 hold appropriate early years qualifications. The highest qualification held is early years professional. The nursery receives funding to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Bell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector conducted a learning walk with the manager of the nursery. They discussed how the provision is organised and how the curriculum supports children's learning.
- The inspector spoke to staff at appropriate times about their roles and responsibilities and how they support children's progress. A separate meeting was held with the manager and deputy manager to discuss aspects of leadership and management.
- A planned activity was jointly evaluated by the inspector and a member of the management team.
- Parents shared their views of the setting with the inspector.
- The inspector viewed a range of documentation, including staff qualifications, evidence of staff suitability and paediatric first-aid qualifications.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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